

Stanton Drew Primary School

Inspection report

Unique reference number	109070
Local authority	Bath and North East Somerset
Inspection number	377867
Inspection dates	4–5 July 2012
Lead inspector	David Edwards HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Matt Hunt
Headteacher	Lynda Bills
Date of previous school inspection	23 May 2007
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Age group	4–11
Inspection date(s)	4–5 July 2012
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Introduction

Inspection team

David Edwards

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in nine lessons taught by four teachers. In addition, discussions were held with pupils, the headteacher, middle leaders, teachers, and representatives of the governing body. The inspector took account of the online questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at information about pupils' performance, the school development plan (including the minutes of related meetings and reports), school policies, and curriculum documents. In addition, questionnaires were scrutinised from 30 parents and carers, eight staff and 20 pupils.

Information about the school

This school is much smaller than most schools for pupils of primary age. Most pupils are of White British origin. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is also below average. Since the previous inspection the school has entered into a federation with another local primary school. This means there is now one headteacher and one governing body for both schools. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school which has further improved upon the high standards achieved by pupils in English and mathematics since the previous inspection. The excellent promotion of pupils' spiritual, moral, social and cultural development means it is an inclusive school that is focused firmly on pupils' well-being and achievement. In order for pupils to take greater responsibility for their learning, the school is aware of the need to provide more regular opportunities for pupils to reflect on their work, set their own targets and respond to their teachers' marking.
- Pupils' achievement is outstanding. Almost all sustain excellent progress in developing their communication, writing and mathematical skills. Pupils have regular opportunities to apply these skills to great effect within a broad and highly stimulating curriculum.
- Pupils' attitudes to learning in lessons are outstanding and incidents of poor behaviour are extremely rare. Pupils say they feel completely safe in school because of the excellent care and support they receive from all adults. The school works closely within the federation and with external agencies to meet the needs of all pupils and especially the more vulnerable.
- Teaching is outstanding. Teachers deploy their skills and expertise wisely across the federation, ensuring lessons motivate as well as challenge pupils. Teachers mark pupils' work regularly and track their progress thoroughly. They use the resulting information wisely to provide sharply focused support or interventions.
- Leaders and managers, including the governing body, work with a clearly defined sense of purpose and direction within the federation. They possess a well-informed and accurate understanding of the school's strengths and areas for development. Pupils' learning and achievements are monitored by senior leaders very rigorously and the school is held in very high regard by parents and carers. It maintains excellent strategies for engaging regularly with all stakeholders.

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What does the school need to do to improve further?

- Encourage pupils to take greater responsibility for their learning by:
 - providing regular opportunities for them to reflect on their work and respond to their teachers' marking
 - allowing them to set their own targets for improvement.

Main report

Achievement of pupils

Most children begin school with knowledge and skill levels that are above expectations. Children settle quickly to routines and make rapid progress, especially in their personal, social and emotional development because learning activities are carefully planned and focused on promoting children's all-round development. Children respond well to teaching and their enthusiasm for learning is clearly evident in the way they take turns and play well together in lessons. For example, children cooperated well together as they learnt about 'one less', enthusiastically singing a reduction rhyme that was very well led by a supporting adult. Parents and carers were unanimous about the care and attention shown by the school to ensure children settle quickly. One parent wrote, 'There is a great family team spirit. All adults are very caring and are quick to help children realise their potential.'

Pupils make very good progress in acquiring their basic skills. Their attainment in reading, writing and mathematics by the end of Key Stage 1 is well above the national average. Because pupils make at least good progress throughout Key Stages 1 and 2, by the end of Year 6 their achievement is outstanding in reading, writing and mathematics. This success is due to the school knowing and providing for each pupil's learning needs, coupled with a very well-planned and exciting curriculum that successfully motivates pupils to learn exceedingly well. As a result, pupils, including disabled pupils and those who have special educational needs, are provided with exactly the right kind of learning experiences to keep them firmly on track to achieve their challenging end-of-year targets.

Quality of teaching

Teachers use their very good subject knowledge and the school's well-established systems for tracking and monitoring pupils' progress to plan stimulating and engaging lessons that take into account each pupil's prior knowledge and learning. This generates high levels of enthusiasm among pupils for learning and keeps them highly motivated. For example, in a literacy lesson the class teacher gave pupils regular opportunities to speak with a partner in order to share and develop their ideas. Pupils were then able to use these examples when working in small groups to improve the quality of their writing. One Key Stage 2 pupil said, 'Our teacher makes

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learning really fun and she gives us choices in the levels of work we do, although we must always challenge ourselves and not just do easy work!’

Teachers work very closely with support staff to provide learning activities that particularly help disabled pupils and those who have special educational needs to make very good progress. Outstanding art and design work is displayed throughout the school and some carefully made print designs, based on the work of William Morris, adorn the walls of the Key Stage 2 classroom. Pupils spoke very knowledgeably about the skills they had acquired and the techniques they had used in the recent and very popular end-of-term ‘challenge week’. ‘We made our own potato soup, designed the cartons and had a tasting session. It was great fun!’ said one typically enthusiastic pupil. Similarly, in a Key Stage 1 religious education lesson pupils cooperated well together to write good quality, neatly written, descriptive sentences about being in families. These were then made into paper chains to demonstrate pupils’ understanding of how feelings and family relationships are linked together.

Teachers’ marking of pupils’ books is regular and detailed. However, the school acknowledges that older pupils lack regular opportunities to reflect on their work, respond to written feedback or devise their own targets for improvement. All the parents and carers who returned questionnaires said they were pleased with the progress their children are making. One parent said, ‘Stanton Drew is a gem of a school. Children not only learn well and achieve their academic targets but become independent and are happy.’

Children in the Early Years Foundation Stage benefit from working alongside Key Stage 1 pupils as much as possible. All adults encourage self-responsibility and independence by focusing initially on children’s personal, social and emotional development. A daily phonics (linking letters with the sounds they make) session provides children with regular opportunities to develop good reading and writing skills, evident, for example, when they were asked to sort a tray of small toys into family sets.

Behaviour and safety of pupils

Pupils’ excellent behaviour and very positive attitudes to learning make a strong contribution to their high achievement. A scrutiny of behaviour records, discussions with staff and pupils, and responses from parents and carers support this judgement. Being a very small school leaders are aware of the importance of providing pupils with as many additional opportunities as possible to develop their social awareness and cultural understanding. A creative curriculum is the vehicle that secures pupils’ high quality spiritual, moral, social and cultural development. Through collective worship and assemblies that often include representatives from local charities and churches, the school works successfully to promote shared values and to develop community awareness and responsibility. For example, the inspector attended a whole-school assembly that sensitively explored the potential anxieties associated with pupils moving to new classes.

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Senior leaders work successfully with external partners and other agencies to support pupils whose circumstances or learning needs may make them vulnerable. Parents and carers unanimously agreed unwanted behaviour is dealt with 'appropriately and swiftly'. For example, one satisfied parent or carer of a child who recently enrolled wrote, 'He is a different child at this school! He is thriving academically and socially. He loves his lessons and thrives on the praise and encouragement.' Pupils similarly speak with great affection and confidence about their teachers. They report that bullying, in any form, is rare and that when very occasionally inappropriate behaviour does occur adults deal with it quickly. One pupil confidently stated, 'We all get along really well. If a little one falls over then we just go and pick them up and see they're okay.' Pupils also said that they are well informed about what constitutes unsafe situations and have a good awareness of internet safety.

Key Stage 1 pupils are good role models in lessons to children in the Early Years Foundation Stage. Adults are vigilant in ensuring the safety and well-being of children and take every opportunity to support and reinforce expectations of good play and behaviour. Consequently, children learn and play very well together. Every available space, indoors and outside, has been utilised to create a stimulating learning environment which supports children's independence and growing confidence. Children are happy to be in school. They are caring towards one another and respectful and courteous to staff and visitors.

Leadership and management

The decision to federate was made in order to secure the future of the school. Since then, school leaders, along with the governing body, have successfully maintained the high standard of provision. This has resulted in pupils' achievements by the end of Key Stage 1 and throughout Key Stage 2 remaining consistently high, particularly in reading and writing. In coming together in a federation the headteacher has successfully drawn together a cohesive team of enthusiastic and highly committed professionals who together are providing an outstanding learning experience for pupils. Teamwork among staff is a strong feature of this school and ensures that any possible barriers to pupils' achievement are swiftly identified and removed. This is testimony to the school's positive approach in promoting equality of opportunity and tackling discrimination determinedly. All staff reported that they feel valued and that their professional development is taken seriously in order to maintain a focus on pupils' achievements as well as their individual learning needs.

Adults are appropriately trained and regularly updated in the procedures for safeguarding pupils. The school is exceptionally vigilant in keeping records, and so cares and provides very well for the safety of all pupils. It also ensures that pupils' spiritual, moral, social and cultural development is made a priority. Pupils' attendance is very well managed and remains well above the national average.

The governing body has demonstrated highly effective, strategic leadership, not least throughout the federation process. Communication channels are well established

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which means governors are very well informed and use their collective skills judiciously to monitor the work of the school. Supported ably by the headteacher, they carry out their responsibilities efficiently and hold the school rigorously to account. The school's self-evaluation is accurate which allows leaders, at all levels, to focus strategically on further improvement. The school ensures all pupils gain as wide a range of learning experiences as possible beyond the immediate, relatively isolated, environment and through visitors to the school. The high academic performance, sustained throughout a period of significant change since the previous inspection, clearly demonstrates the school's capacity for further improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2012

Dear Pupils

Inspection of Stanton Drew Primary School, Bristol BS39 4EQ

Thank you for making me so welcome when I came to inspect your school recently, and especially to those of you who completed the questionnaire, shared your work and told me what you think about your school. It was all very helpful. I found your school to be outstanding!

Here are some of the many very good things I noticed. You all get on really well in lessons and when you play outside together and you appreciate how hard your teachers work to make learning fun. I think your curriculum is outstanding! You have many opportunities to develop your literacy and numeracy skills in lots of subjects. This is why so many of you reach very high standards in English and mathematics by the time you leave at the end of Year 6. I thoroughly enjoyed looking at evidence of your Challenge Week activities as well as the fabulous artwork everywhere.

Your headteacher and all adults work together and care very effectively for you. I was not surprised to find that your behaviour in lessons and around the school is excellent and that your attendance is well above the national average. I visited on transition day which gave me a very good opportunity to see just how well even the youngest of you settle quickly and how you all look out for one another.

Your teachers mark your work regularly and provide encouraging comments and suggestions to help you to improve. I have suggested that you would all benefit from more regular times to reflect on your work and read your teachers' comments. In this way you can set your own personal targets for improvement which will help you to take more responsibility for your learning.

I wish you every success in the future and I hope you all have a wonderful holiday.

Yours sincerely

David Edwards
Her Majesty's Inspector

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